



Pupil premium impact statement against strategy:

1. Summary information					
School	Hopton CEVC Primary School				
Academic Year	2017/2018	Total PP budget	£15840 FSM/Ever6 £1200 Services £4600 CLA Total: £21648	Date of most recent PP Review	April 2018
Total number of pupils	96	Number of pupils eligible for PP	12 x FSM/Ever 6 (including a school leaver, therefore making 11 to calculate) 4 x Services 2 x CLA Services and CLA children not shown in the below data.	Date for next internal review of this strategy	March 2019

2. Current attainment		
2017 published data for Year 2	<i>Pupils eligible for PP (whole school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected or above in reading	100% (1)	79%
% achieving expected or above in writing	100% (1)	72%
% achieving expected or above in maths	100% (1)	79%
Teacher assessment for: 2016-2017 (11 pupils) Whole school	<i>Pupils eligible for PP (whole school)</i>	<i>Pupils not eligible for PP</i>
% achieving expected standard or above in reading, writing and maths	9%	30%
% achieving expected standard or above in reading	18%	52%
% achieving expected standard or above in writing	18%	47%
% achieving expected standard or above in maths	9%	43%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)		
A.	Poor comprehension skills	
B.	Lack of aspirational learning behaviours	
C.	Social, emotional and mental health barriers	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Attendance	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP children's reading improves in line with non-pp children	PP children make better progress in reading PP children can achieve well in reading Children enjoy reading and can talk enthusiastically about a book they are enjoying (influencing their writing)
<p>Impact review against Success Criteria:</p> <p><u>2017/2018 Data:</u></p> <ul style="list-style-type: none"> • PP children make better progress in reading • PP children can achieve well in reading • Children enjoy reading and can talk enthusiastically about a book they are enjoying (influencing their writing) <ul style="list-style-type: none"> ➤ Reception: (1) Better than expected progress made. ELG achieved. ➤ Year One: (1) No progress made. Child with complex and serve SEND needs. ➤ Year Two: (2) Less than expected progress made with both children. ➤ Year Three: (1) Less than expected progress made. ➤ Year Four: (1) Less than expected progress made. ➤ Year Five: (1) Less than expected progress made. ➤ Year Six: (3) Less than expected progress. <p>Reading will remain a priority for school moving forward. Incommensurable data means analysing progress remains difficult.</p>		
B.	Children make expected or better attainment and talk with enthusiasm about their academic future and learning behaviours.	Children talk about their future with enthusiasm Children talk about academic targets with excitement Children set/attempt challenging targets Children speak ambitiously about their future at Secondary school and

		work.
<p>Impact review against Success Criteria:</p> <ul style="list-style-type: none"> • <i>Children talk about their future with enthusiasm</i> • <i>Children talk about academic targets with excitement</i> • <i>Children set/attempt challenging targets</i> • <i>Children speak ambitiously about their future at Secondary school and work.</i> <p>As noted by Ofsted, December 2018, 'the school's aim to develop well-rounded resilient individuals is seen throughout the school. Pupils show resilience in their learning. In all lessons observed pupils clearly understood the need to push and challenge themselves. Pupils are delighted to take on roles of responsibility and they take them seriously. They are proud to 'make a difference' through their roles within the school council and where they raise money for charity. Teachers encourage pupils to recognise where they are in their learning. The school's chosen approach involves pupils checking their written work against a set of targets. They improve their work through a clear process of reviewing and editing.</p>		
C.	Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved. They show resilience and an ability to challenge themselves. Anxiety is dealt with in co-production with the parents.	<p>Children retain more friendships Children have less fall-outs Children need less support to resolve friendship issues Children have a strong sense of self and belonging. Children are confident and independent learners. Children can show self and peers assessment techniques, exploring what 'outstanding learning' looks like.</p>
D.	The attendance of PP children improves	<p>Reduce the number of absentees among pupils eligible for PP EWO involvement will not be needed Support offered to parents struggling to maintain attendance. Attendance for the children is in line with national at 96% Complete case studies for individual children to showcase support.</p>
<p>Impact against Success Criteria:</p> <ul style="list-style-type: none"> • Children retain more friendships • Children have less fall-outs • Children need less support to resolve friendship issues • Children have a strong sense of self and belonging. • Children are confident and independent learners. • Children can show self and peers assessment techniques, exploring what 'outstanding learning' looks like. <p>This remains a body of work which will continue within the school. Since September 2017, the provision for children's social and emotional needs has vastly improved and continues to evolve in line with the needs of the school. Ofsted noted 'pupils wellbeing is at the heart of the school. Through staff briefings, leaders make sure that pupils, particularly those who are vulnerable, get the appropriate help and support they need to be ready for their learning'. With the new appointment of a Pastoral Lead in the school, and an action plan to focus attention into the desired areas, the provision continues to be a strength of the school and allows the children to be available for learning. Bespoke interventions tailored towards the assessed needs of children, mean confidence is growing and that children have skills to unpick the complexities around self esteem. A high end profile across the school enables all children to benefit from a holistic approach.</p> <ul style="list-style-type: none"> • Reduce the number of absentees among pupils eligible for PP • EWO involvement will not be needed • Support offered to parents struggling to maintain attendance. 		

- Attendance for the children is in line with national at 96%
- Complete case studies for individual children to showcase support

Incommensurable proportions of children mean that data analysis remains difficult. PP children remained well below nation expectation (data pulled from March 2019). Case studies have been produced for individual children and support is in place where needed. The EWO remains a regular visitor to school and offers support around specific problems and families. Two targeted PP children have managed to improve their attendance during 2017-2018. Support and conversations with the Headteacher has clarified attendance expectations and here we have seen an improvement. Behaviours of some families appear entrenched and despite efforts to encourage a healthier approach to attendance, resistance remains. Ofsted commented 'Leaders have raised the profile of attendance so parents and pupils are aware of the impact of non-attendance 'NIMO' (not in, miss out) has created a good sense of challenge and camaraderie'.

E.	Children are ready for learning	Children are 'available for learning' when they come to school. Children are engaged and inspired by lessons. Pastoral care means children have the opportunity to voice any concerns they have.
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Impact against Success Criteria:

- Children are 'available for learning' when they come to school.
- Children are engaged and inspired by lessons.
- Pastoral care means children have the opportunity to voice any concerns they have.

See points discussed above.

5. Planned expenditure					
Academic year	2017/18				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all (addressing progress in reading)					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children's reading comprehension improves in line with non-pp children	Children will receive extra support in reading Reading will be addressed in pupil progress meetings if it is a barrier to progress in reading Books will be celebrated and enjoyed in school. An author will be celebrated and children will be encouraged to read. The School will embrace 'World Book Day' Reading Lists will be sent to parents to encourage adventurous reading. Reading workshops will be held for the whole school, alongside class session to engage parents in the art of good reading. Supporting your child to read at home documents will be sent to parents.	Assessment outcomes will be accurate and swiftly addressed. Books will be on display in the classrooms and work on the walls will show the children's interest in books. An author will be focused on in medium term planning. Reading areas in the classroom will be engaging. The profile of reading will be enhanced in the school. Parents will feel empowered to be able to support and scaffold their child's reading at home. Opportunities will be created for older children to read with younger children, thus promoting a love of books.	Pupil progress meetings will review intervention given and progress made. Drop ins will show books are celebrated and SPAG is successfully transferred into writing The children will be able to talk about the author they are celebrating and learning about.	Headteacher	March 2019
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings half termly will inform how the children are achieving. Assemblies and lessons will share with the children the purpose of learning and how it can lead to a desired career. Children will be inspired by visitors who talk about their jobs/careers.	Children who are not on track to meet their end of year target will gain support from intervention (subject support, nurture, and 1:1 specialist support). Assemblies are an opportunity to showcase careers and inspirational people allowing the children to see that it is also achievable for them too. This allows them to be inspired to believe they can achieve the same and gives them the opportunity to ask questions about how	SENCO will oversee intervention programme. Half termly pupil progress meetings will review impact. All staff will seek opportunities to invite people in to speak to the children to show the school holds aspirations in high regard. Lesson observations and interviews with children will evidence extent of purposeful learning.	SENCO Headteacher	March 2019

		they got to where they did.			
Children are regularly ready for learning	Parents will be met to discuss good routines and importance of. Outside help will be sought for the families if needed e.g. CAF.	Good routines regarding sleep and eating are known to improve focus and performance. Family Support Practitioners are experienced at improving routines at home.	Class staff and the Headteacher will monitor engagement of children and explore if concerns.	Headteacher	September 2018
				Total budgeted cost: £ 3608.00	

ii. Targeted support (addressing aspirational learning behaviours)

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP children's reading and then inevitably writing improves in line with non-pp children	Small group/1:1 intervention provided. Extra comprehension work.	Children with comprehension difficulties require time, scaffolding, and support with generating and shaping ideas.	Pupil progress meetings will review intervention given and progress made. SENCO will oversee intervention programme	SENCO Headteacher	March 2019
PP children will have a raised self-esteem through pre and post teaching. Misconceptions will be dealt with daily and communicated home.	Teachers and teaching assistants will have allocated time, discussed with the SENCO, to complete pre and post teaching sessions.	As research has shown, children do not always benefit from being removed from class for interventions. Children will benefit from remaining in class but have targeted sessions with teachers and TA to address misconceptions	Impact overseen by the SENCO. Tracking devices will be introduced to make sure impact is seen quickly.	SENCO/ Headteacher	March 2019
Children make expected or better attainment and talk with enthusiasm about their academic future.	Pupil progress meetings will focus on how the PP children feel about their future and areas of the curriculum they have strengths in. Assemblies will encourage children to be ambitious and consider their strengths and where they might use them. 1:1 and small group nurture focussing on links between school and future	Children are inspired by stories of people who have achieved something even if they once thought they wouldn't. They can begin to see that school teaches them skills which can easily be used in many careers – this will explicitly show them how what they are learning can lead to a job they will enjoy or a University course they will enjoy.	Feedback from staff/progress will inform as to whether the children can see that their schooling is teaching them vital skills in order to achieve their desired career or future dreams. Assemblies will inform if the children are beginning to have visions of a productive happy future.	Headteacher	March 2019

	success/positive thinking.		Monitoring will show children can discuss how what they are learning in class can be used as a skill outside the classroom.		
Children are regularly ready for learning	Support from outside agencies such as family support, parenting support, school nursing will be sought. Breakfast will be provided if children arrive without having had any. Educational Psychologist, clinical psychologist and other external agencies shall be consulted and traded as appropriate.	Family Support Practitioners are experienced at improving routines at home. The importance of eating breakfast both mentally and physically is well known. On occasions it will be appropriate for school to buy in the services of external agencies to seek specialist advice on provision.	Class staff and the Headteacher will monitor engagement of children and explore if concerns. Any concerns will be discussed with parent and support will be offered as appropriate. External agencies will provide joined up thinking and co-production of support to ensure children reach their maximum potential.	Headteacher	March 2019
				Total budgeted cost: £9040.00	
iii) Addressing social, ,emotional and mental health difficulties					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implement
Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	Some PP children will attend nurture time to talk about their feelings.	Children open up and learn strategies to cope with unhappy feelings. They find solutions to problems or friendship issues and then they can then become more engaged in school work.	Class provision maps will show the children who need support in this area. The SENCO will oversee this and review impact.	SENCO	March 2019
To create a provision where children are able to explore their emotions. For the space to be safe area for children where they are able to go when they are feeling 'unavailable for learning'	Identify two spaces in school that can be transformed into areas where social groups and individual provision can be met. One of these rooms to be considered for a sensory approach (dealing directly with the needs of three of the PP children)	PP children with serve and complex SEND needs require sensory spaces to explore early development of key areas of learning. Other children in the school often require safe and comfortable spaces to explore their feelings. In order for children to progress from their starting points, there must be a consideration as to how they learn. Sensory approaches are often required, as are chunking of activities and more tactile and kinaesthetic approaches.	The staffing body will be involved in the development of this project. Children will be tracked when the rooms are in use. SENCo to monitor the impact across the school.	Headteacher & SENCO	March 2019

Children are able to talk about their feelings in a controlled way and acknowledge problems can be solved.	PHSE lessons are regular Circle time etc. Class ethos is agreed on a classroom charter to ensure all children feel safe to talk about their feelings. Growth Mind-set to be introduced across the school. TA's to attend Resilience building training at TCC and disseminate skills across the staffing body.	Circle time allows a child to share anything on their mind and seek support or advice from children and adults in the room. It creates an emotionally safe ethos in the classroom and the children will always feel happy to share their thoughts/fears/worries. This will mean the teacher is aware of concerns early on before they become a catalyst for anger. New training from TCC will enable staff to feel confident and empower by the messages they give.	Head will speak with the children to see that they feel they can talk about their feelings in class Drop ins to lessons will show the class ethos Training will be offered to staff who are unsure about good quality circle time.	Headteacher	March 2019
The attendance of PP children improves	Topics will interest all children and especially PP children. They will include trips, visitors in, Art/DT work and exciting activities throughout the term. Case studies will be produced to aid communication and aid support to be put in place NIMO will be introduced into school. PP children will have aspects of the enhanced curriculum subsidised for them.	When a child cares about the topics learned and their purpose this can be a hook to want them to come to school. Exciting activities throughout the term will be fun and the children will want to be part of them.	Termly topic newsletters will be shared with parents and be interesting. Exciting upcoming days will be shared with the children and parents as something to look forward to. This will be done by weekly communication via the Headteacher	Headteacher	March 2019
The attendance of PP children improves	EWO will be involved with families whose attendance regularly falls below 90%. The children will be invited to partake in planning the curriculum and desired outcome – taking some ownership and interest. Good' attendance celebrated in Friday assemblies with NIMO. If travel is an issue for families they will be offered ways to help. Parents will be reminded of the impact of absence (in particular for holidays in term time) in newsletters.	When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident. Children enjoy receiving awards and will often try harder when an award is being offered. Children need to have to have the opportunity to be exposed to consistent teaching across the term. Pockets of absences lead quickly to noticeable gaps in learning.	Attendance will be monitored every 2 weeks. Any absence will be addressed immediately.	Headteacher Steering group	January 2018
Children are regularly ready for learning	Parents will be met to discuss good routines and importance of. Outside help will be sought for the families if needed e.g. CAF or SPSF	Good routines regarding sleep and eating are known to improve focus and performance. Family Support Practitioners are experienced at improving routines at home.	Class staff and the Headteacher will monitor engagement of children and explore if concerns.	Headteacher	March 2019
				Total budgeted cost: £9000	

